

St Mary's CofE Junior School

Inspection report

Unique Reference Number	125194
Local Authority	Surrey
Inspection number	381060
Inspection dates	29–30 September 2011
Reporting inspector	Wendy Forbes

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Eileen Perryer
Headteacher	Sarah Lewis
Date of previous school inspection	24–25 June 2009
School address	Silkham Road Oxted Surrey RH8 0NP
Telephone number	01883 712817
Fax number	01883 723564
Email address	info@st-marys-oxted.surrey.sch.uk

Age group	7–11
Inspection date(s)	29–30 September 2011
Inspection number	381060

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or parts of lessons were seen and 14 teachers were observed. Inspectors visited all classrooms on a learning walk to sample displays, behaviour, assessment strategies, and the curriculum. They held meetings with representatives from the governing body, staff and a group of pupils. Inspectors examined pupils' work and school documents, including improvement and action plans, safety records and assessment and tracking information. They analysed 183 questionnaires returned by parents and carers, together with those completed by 91 pupils and 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress all pupils make, particularly in writing.
- The achievement of pupils, particularly that of more-able pupils, to ascertain whether teaching and the curriculum are challenging enough.
- The impact of assessment and pupil-tracking systems in raising achievement.
- The effectiveness of leaders and managers, including governors, in driving school improvement since the previous inspection, and the school's capacity to sustain recent improvements.

Information about the school

This is a large junior school. Almost all pupils are White British with the others representing a very small range of other ethnic groups. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is currently just above the national average. The proportion known to be eligible for free school meals is well below the national average. The current headteacher has been in post since September 2011 and there are many senior and middle leaders new to their roles in this academic year. The school has achieved a number of awards including Healthy Schools, Eco School and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

St Mary's is a good school. Since the last inspection, the deputy headteacher's good leadership skills ensured that during a prolonged period of 'acting headship' the school continued to improve. The now outstanding care, guidance and support contribute significantly to pupils' very positive attitudes to learning, their outstanding behaviour, and an excellent understanding of how to stay safe. The vast majority of parents and carers are very supportive of the school and all that it does for their children. As one parent said, 'The school creates a happy, warm and welcoming atmosphere ... my child enjoys every moment at school.' Pupils are positive about their desire to be in school which is reflected in their very high attendance.

Good, and occasionally outstanding, teaching, a well-planned curriculum and significantly improved tracking systems ensure that the progress of most pupils is effectively monitored and appropriate support put in place for any in danger of falling behind. This ensures that most, including those with special educational needs and/or disabilities, make equally good progress and achievement is good. The good capacity for sustained improvement has been evident in the consistently high attainment in reading and above-average outcomes in mathematics. This is the result of continued development in the teaching of reading, the focus on practical mathematics skills and setting by ability, and well-tailored intervention strategies. There have also been significant improvements in the use of assessment and tracking systems. Attainment in writing has also continued to improve but has not risen as rapidly. This is because a few teachers do not always put their good lesson planning into practice, to ensure that pupils, particularly the most able, are consistently challenged to do well in lesson activities.

Under the very purposeful leadership of the new headteacher, the school has continued to build on its previous successes. Monitoring by senior leaders is rigorous and has become more effective since the last inspection. Subject leaders, many of whom are new to their key roles, now take a more active role in the monitoring of improvements. Self-evaluation is generally accurate and effective. Information about progress towards targets is used well to monitor performance so that everyone is clear about what the school needs to do to improve further. Staff are dedicated and keen to improve, and there is a relentless focus on driving up standards, demonstrating the school's capacity to improve. Leaders have successfully created a cohesive school community which promotes tolerance, respect and understanding. However, the school is in the early stages of extending its work to promote community cohesion in national and global contexts.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Accelerate progress and raise pupils' attainment in writing so that it matches the higher attainment already achieved in reading and mathematics in this coming academic year by:
 - ensuring that all pupils, particularly the most able, are routinely provided with tasks that are more closely matched to their level of abilities
 - ensuring that teaching and learning is consistently good or better.
- Improve community cohesion by developing national and international links to provide the pupils with an in-depth understanding, knowledge and respect of cultures and communities beyond their own locality.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic learners. They achieve well, both academically and personally, because teachers work hard to make learning fun. Pupils' behaviour is excellent, in and out of lessons. Politeness and good manners are an expectation. They have a very well-developed understanding of right and wrong, and say they feel well supported. As one child said, 'You are always encouraged to be the best you can.' This was evident in an excellent Year 5 mathematics lesson seen where pupils used their well-developed mathematical skills to solve practical problems. Pupils were challenged to explain their strategies and share their methods. As a consequence, all groups of pupils made excellent progress in their learning, really enjoying the challenge of the task. The work seen by inspectors in lessons across the school confirms the overall picture of good and improving progress for all pupils, including those with special educational needs and/or disabilities.

Since the last inspection, improvements in provision have ensured that attainment in reading has continued to improve and is now high. In addition, above-average attainment in English and mathematics has been sustained, showing signs of further improvement. The school is working hard to ensure the progress pupils make in writing catches up with the often outstanding progress they make in reading.

Pupils have a good understanding of the key factors necessary for a healthy lifestyle and enthusiastically participate in the wide variety of sports clubs and activities on offer. The school's good efforts in this respect are recognised in the Healthy Schools and Activemark awards. Pupils have an excellent understanding of how to be safe in school and the wider community. Pupils are very keen to take on responsibilities as head girl and boy, house captains, playground buddies, Eco and school councillors. They make a very important contribution to the local and wider community through raising funds for national and international charities and links with local organisations. Pupils' good spiritual, moral, social and cultural development is evident

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

in their respect and sensitivity for each other. They develop good social and interpersonal skills and relish working collaboratively. This, together with above-average standards in the key skills in English and mathematics, means that they are well prepared for future learning as they move to their secondary schools.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is good and occasionally better. High-quality teaching, such as that seen in a good Year 4 mathematics lesson, involved children in solving one-step problems. The pace and challenge of the lesson was relentless. Pupils were active learners solving number and money problems, using and applying their good number skills and checking their answers using inverse calculations. Strong relationships between teachers and pupils lead to good discussion of the learning. This is well supported by the dialogue between the pupils themselves when they act as 'talk partners'. Skilled teaching assistants support pupils' learning well. Developments in information and communication technology (ICT) to support learning have improved since the last inspection. Staff are now more confident in their use of ICT, and provide interesting opportunities across the curriculum for pupils to develop their skills. Although teachers’ good subject knowledge and their understanding of pupils’ needs ensure that they plan well for different ability groups, not all tasks set consistently challenge pupils in practice, particularly the most able in writing. As a result, their progress is not as rapid as it could be and the attainment of these pupils is not as high as it should be. Most pupils have a good understanding of how well

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

they are doing and what they need to do next in order to move forward.

The good curriculum is enriched by an excellent range of activities, including specialist teaching in music and many well-attended extra-curricular opportunities. Carefully and imaginatively planned themes with links between subjects have successfully motivated and enthused pupils and have done much to increase their confidence as learners. The school makes particularly good use of its own, as well as the local, environment to enrich the curriculum such as a locality study of Old Oxted, and pond-dipping in the school’s wildlife area. Pupils spoke enthusiastically about opportunities to participate in music and drama productions and the sense of pride when chosen to represent the school in the many sporting tournaments. Partnerships with secondary schools support provision extremely well in sports coaching and in workshops provided for those with special talents.

Pupils receive excellent care and support throughout the school day. Pupils say they are ‘known for who they are ... in this amazing school’ and their contribution to the school and wider community is valued by everyone. The impact of this is evident in outstanding behaviour and social skills. Pupils particularly appreciate the opportunities provided in school assemblies and through prayer boxes to reflect on the needs of others. The school works very successfully to promote regular attendance and punctuality. The work of the learning mentor provides very effective support for the needs of vulnerable pupils and their families as well as those at risk of underachievement. Effective links with specialists help pupils with their learning, social skills and emotional development. Support for pupils with special educational needs and/or disabilities is very effective and helps them to make similar progress to their peers. Induction and transition arrangements are exceptional, enabling new pupils to settle very quickly and for Year 6 pupils to feel very confident about starting their new schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher’s enthusiastic and determined leadership motivates and inspires staff, governors and pupils to aspire to excellence. An enthusiastic and hard-working

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

senior staff, and key curriculum leaders work well together developing areas identified as weaker than others. Since the last inspection, leaders and managers have, under the effective leadership of the acting headteacher, significantly improved the use of tracking data used to identify any pupils at risk of underachievement. Effective systems are now in place to monitor and evaluate the work of the school and there is an effective plan for further improvements which is embedding the ambitions of the school and continuing to drive up improvements. Self-evaluation is generally accurate and effective. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising pupils’ expectations of what they can achieve. Any differences in performance between groups of pupils are quickly identified and effective action is taken.

The governing body maintains a good overview of the school's performance. It provides good support and challenge to the school and is clear about what leaders need to do next to improve provision further. Safeguarding procedures are thorough and meet all requirements. Health and safety checks are rigorous and the arrangements for protecting pupils from harm are regularly reviewed.

The school works well in partnership with parents and carers and with a range of external agencies and other schools. Parents and carers are kept well informed about their child's achievement and welcome the curriculum information and workshop evenings provided by the school to help them support their child's learning.

Leaders have analysed the ethnic, religious and socio-economic diversity of the school and have successfully created a cohesive community in which pupils show tolerance, respect and understanding for each other and are productively involved in the local community. The school is in the early stages of extending its work to promote community cohesion in national and global contexts, for example, by forging links with schools further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The effectiveness with which the school deploys resources to achieve value for money	2
---	----------

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school. Some parents and carers whose children have only been at the school for a few weeks did not complete all of the questions; however, many spoke to inspectors to confirm how happy they are about the school. Parents and carers consider that the school has a dedicated team of staff and that the headteacher leads and manages the school well. They agree that the school has a very supportive and friendly atmosphere and that most of their children make good progress. They particularly appreciate the visible presence of the headteacher on the playground in the morning welcoming the school community. However, a few parents and carers felt that the school did not provide sufficient information about how well their child was progressing or that their child made enough progress. Although inspectors judged progress good overall, they agreed that, on occasions, there were missed opportunities to provide pupils with tasks in writing that were challenging, especially for more-able pupils. The school is aware of the continuing need to ensure parents and carers are kept well informed about their child’s progress and is working hard to ensure the provision of timely information. A very small minority of parents and carers also felt that the school has not always dealt effectively with unacceptable behaviour. However, behaviour seen during the inspection was judged to be outstanding both in and out of lessons and dealt with positively and consistently by all members of staff. A very small number of parents and carers expressed individual concerns about aspects of the school, but there was no pattern or trend to these concerns.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary’s C of E Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 183 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	84	46	92	50	4	2	0	0
The school keeps my child safe	100	55	73	40	8	4	0	0
The school informs me about my child’s progress	47	26	114	62	7	4	1	1
My child is making enough progress at this school	55	30	99	54	12	7	0	0
The teaching is good at this school	71	39	94	51	6	3	0	0
The school helps me to support my child’s learning	59	32	106	58	6	3	0	0
The school helps my child to have a healthy lifestyle	69	38	97	53	9	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	39	87	48	7	4	1	1
The school meets my child’s particular needs	54	30	100	55	11	6	2	1
The school deals effectively with unacceptable behaviour	52	28	92	50	13	7	4	2
The school takes account of my suggestions and concerns	51	28	96	52	13	7	2	1
The school is led and managed effectively	56	31	95	52	3	2	1	1
Overall, I am happy with my child’s experience at this school	83	45	89	49	5	3	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 October 2011

Dear Pupils

Inspection of St Mary's CofE Junior School, Oxted, RH8 0NP

Thank you for making us feel so very welcome when we visited your school recently. We were really delighted to meet so many of you and to hear all about the things you enjoy most about your school. We would like to thank those who came to talk to us, and all of you who filled in the pupils' questionnaire. I am delighted to tell you that you go to a good school. These are some of the things that really stood out.

- You enjoy school, behave extremely well and enjoy the fun activities teachers plan for you.
- Your attendance at school is very high.
- You reach high standards in reading and make good progress as you move through the school.
- You enjoy the high-quality music, sport and drama activities and performances the school provides for you.
- You make a good contribution to your school and the wider community through all the fund-raising you do and in the responsibilities you hold on the school and Eco councils, as head boy and girl, as house captains and playground buddies.
- You have an excellent understanding of how to stay safe.
- Your school takes really good care of you.

Your headteacher, governors and all your teachers know how to make sure that your school continues to get even better. To help them to do this, we have asked your school to do the following:

- Ensure that more of you make faster progress in writing by ensuring that work is not too easy or too hard and provides just the right level of challenge, making the most of the extremely good or better teaching seen in some lessons.
- Ensure that you have opportunities to link with other schools in this country and in other countries.

Thank you very much once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Wendy Forbes
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**